AMENDMENT TO WORKFORCE INVESTMENT ACT CONTRACT WITH
ACHIEVEMENT ACADEMY OF DURHAM (AAD)

This contract ("Amendment") is made and entered into as of the ___1st___ day of July, 2014, between the City of Durham, a municipal corporation ("City") and Achievement Academy of Durham. ("Contractor"), a not-for-profit corporation organized and existing under the laws of North Carolina.

The City and the Contractor entered into a contract titled "Workforce Investment Act with Achievement Academy of Durham (ADD)," dated January 1, 2014. That contract is referred to as the "Original Contract."

In the opinion of the Office of Economic and Workforce Development the performance of Contractor has been satisfactory and the parties hereby elect to extend the contract for twelve additional months from July 1, 2014 to June 30, 2015. Accordingly, by mutual agreement of the parties, the Contract is amended as follows:

1. Delete Section 2, "Program Narrative" of the Original Contract and replaced with the following:

> Sec.2. "Program Narrative. Contractor shall perform the services and activities outlined in Attachment A titled "Scope of Work for Amendment One." Those services and activities are hereby referred to in this contract as "the Program" or the "Work". The Contractor shall begin performance of the Work on or about July 1, 2014. It shall complete the Work by June 30, 2015.
>
> Unless the context requires otherwise, if this contract states that a task is to be performed or that a duty is owed, it shall be presumed that the task or duty is the obligation of the Contractor.

2. Delete Section 3, Complete Work without Extra Cost of the Original Contract and replaced with the following:

> Sec. 3. Complete Work without Extra Cost. Except to the extent otherwise specifically stated in Attachment A of this Amendment and in Attachment B, titled "Program Budget for Amendment One", the Contractor shall obtain and provide, without additional cost to the City, all labor, materials, equipment, transportation, facilities, services, permits, and licenses necessary to perform the Work.

3. Delete Section 4, "Payment under the Contract," of the Original Contract and replaced with the following:

> Section 4, "Payment under the Contract, The City shall make payments on a cost reimbursement basis to the Contractor for services and activities described in Attachment A for Amendment One, and within the budgeted line-items provided

for in "Attachment B for Amendment One" of this Amendment in an amount not to exceed, for the entire Original Contract, as amended, $104,000. Those payments shall be made by the City within 30 days of receipt of invoices for services received from the Contractor. No less often than monthly, the Contractor shall send invoices to the Office of Economic and Workforce Development's Workforce Development Administrator, whose name and address shall be provided by the City. The Contractor shall utilize the attached reporting form for invoicing purposes.

Notwithstanding anything in the Contract which may be to the contrary, Contractor understands and agrees that any payment made under or in any way relating to this contract by the City is limited to the lesser of (i) funds made available for that purpose by the North Carolina Department of Commerce, Division of Workforce Solutions (DWS) under the grant referred to above, or a total maximum of the contract amount of (ii) $156,000.

Contractor shall submit the following documents as attachments to justify costs that are invoiced on a monthly basis:

1. A list of staff, with percentages of time spent working on the project each month, and amount of salary charged to the project for the month.

2. A list of the fringe benefits and percentage and/or dollar amount of each.

3. A list of project staff's travel reimbursements, indicating mileage reimbursement rate, time period covered, and payroll date reimbursed.

4. General ledger detail report of client support service costs.

5. General ledger detail reports for all other budget categories that exceed $1,000.00 in expenses per month.

6. Contractor shall have available for in-house review, as needed, sufficient additional documentation to justify costs that are funded under the contract, including:

   . Time sheets or payroll registers
   . Documentation related to the fringe benefit percentages for each employee whose salary is charged to the contract
   . Documentation related to the cost of space
   . Documentation to substantiate travel costs that are invoiced
   . Documentation of supply costs
   . Documentation of other program costs such as advertising, technology, food and meeting costs, professional services, employee morale, insurance, criminal background checks, maintenance and repair and other costs allowable under the Office of Management and Budget and the policies of the Durham Workforce Development Board

． Documentation of client support service costs such as childcare, books, supplies, and emergency services that are allowable under the Office of Management and Budget and policies of the Durham Workforce Development Board

Contractor performance will be reviewed on a monthly basis. Failure to reach the goals and objectives, and failure to carry out the services and activities as set out in the Amendment, Attachment A and Attachment B) of this amendment in a timely manner, will result in delay of payment to Contractor under this Contract and will be in breach of the Contract.

4. Delete the original Attachment A of the Original Contract and replace with a revised Attachment A, titled "Scope of Work for Amendment One", which revised Attachment A is attached hereto.

5. Delete the original Attachment B of the Original Contract and replaced with a revised Attachment B , titled "Program Budget for Amendment One", which revised Attachment B is attached hereto.

6. In Section 7 Attachments delete "Scope of Work" for Attachment A and replace with "Scope of Work for Amendment One" and delete "Program Budget" for Attachment B and replace with "Program Budget for Amendment One."

[SIGNATURES APPEAR ON FOLLOWING PAGE(S)]

IN TESTIMONY WHEREOF, the parties hereto have caused this Contract Amendment to be executed, as of the day and year first above written.

CITY OF DURHAM

ATTEST: By:

_____   _____

PREAUDIT CERTIFICATE

ACHIEVEMENT ACADEMY OF DURHAM

By:_____

Title: _____
(Affix corporate seal.)

State of _____   ACKNOWLEDGMENT BY
                                        ACHIEVEMENT ACADEMY OF
                                        DURHAM

County of _____

I, a notary public in and for the aforesaid county and state, certify that
_____ personally appeared
before me this day and stated that he or she is (strike through the inapplicable:)
chairperson/ president/ chief executive officer/ vice-president/ assistant vice-president/
treasurer/ chief financial officer of ACHIEVEMENT ACADEMY OF DURHAM., a
non-profit corporation, and that by authority duly given and as the act of the corporation,
he or she signed the foregoing contract or agreement with the City of Durham and the
corporate seal was affixed thereto. This the _____ day of _____,
20_____.

My commission expires: _____
_____   Notary Public

Attachment A

ATTACHMENT A

STATEMENT OF WORK FOR AMENDMENT ONE
Durham Workforce Development Board

Section I:
For the upcoming contract year, AAD will be offering Pre-GED Tutoring, Alternative High School/GED, and Leadership Development program elements and Adult Mentoring services. The mentoring program we propose is Phase One of a comprehensive career development program that the Achievement Academy introduced in 2014 as we move from a half day academic program to a full day, integrated academic and workforce development model, specifically designed to support the needs of disconnected youth. Mentors from our corporate partners will complete weekly e-mentoring activities with their students, meet monthly with students here at AAD for structured social and career education sessions, and host monthly workplace visits for career exploration and exposure to the norms of a professional work environment. Mentors will evaluate students' weekly participation and determine - along with staff's evaluation of students' attendance and participation in the academic program - their eligibility for a weekly stipend. The career mentoring program, along with the sequence of career development activities that follow it in subsequent years, is designed to create incentives for continuous enrollment, better retention and faster progress through the GED program, increased post-secondary enrollment and attainment, and entry into the workforce with solid educational credentials, extensive professional work experience, and strong networks.

Section Two: Work Plan
The Achievement Academy will be offering services to WIA youth in pre-GED, GED, Leadership Development, and Adult Mentoring services in the upcoming contract period.

1. **Academic tutoring for pre-GED and other youth with basic skills deficiencies (Starting Points):** The Achievement Academy serves out of school youth who are interested in resuming their education, completing a high school equivalency (GED) diploma, and continuing for post-secondary education or training in order to secure sustainable, living wage employment. Our tutoring program is primarily designed to serve youth with these goals who enter with academic skills deficiencies that need to be addressed before beginning GED study; however, the program also supports youth who have been enrolled by the Framework Provider in occupational training programs but who need academic support in order to complete those programs. We are also able to serve out of school youth who wish to enter a Durham Public Schools drop out recovery program but need basic skills remediation before doing so. Current capacity in this program is 16 youth.

   The Achievement Academy Starting Points program includes:
   (a) Intensive, individualized tutoring for 1.5 hours each day, 5 days a week, with a focus on reading comprehension, fluency improvement, and vocabulary and written language development, The reading program emphasizes a metacognitive approach to comprehension and best practice paired reading/think aloud

strategies. Student-tutor pairs choose texts at a lexile level slightly above the student's independent reading level so that comprehension and vocabulary are constantly scaffolded to higher levels. This program has been updated to address expectations of the 2014 GED and current NC Course of Study, both of which are grounded in Common Core standards. Achievement Academy staff and tutors are adept at meeting the learning needs of students with disabilities, and tutoring sessions and materials are individually adapted to address specific learning disabilities and attention, processing, and memory difficulties. We have established an active partnership with the NC Department of Vocational Rehabilitation to secure professional evaluations for students who appear to have disabilities that impact the pace of their learning so that we can implement appropriate instructional strategies, begin the process of requesting GED testing accommodations, and determine if there is a need to consider options other than the GED (for students with major intellectual disabilities).

(b) An additional 1.5 hours each day of tutor-supported, technology based instruction in the Achievement Academy Learning Lab. Student work in the lab is individualized to support each student's specific needs and includes:

- Mathematics development, utilizing Carnegie Learning's Cognitive Tutor Bridge to Algebra program, chosen because of its documented effectiveness and for its excellent integration of mathematical problem solving and language skills.
- Writing development, utilizing Measurement Incorporated's NCWRITE program. The Achievement Academy partnered with Durham-based Measurement, Inc. to pilot NCWRITE with out of school youth in 2012 and has since adopted it as part of its core technology based instructional program. Software access is generously provided by Measurement, Inc. as an in-kind donation.
- SRA Reading Lab materials, in both text and technology based formats, are used to reinforce the comprehension, vocabulary, language convention, and fluency development activities of the intense tutoring program and help students apply their skills in a more structured, multiple choice question format.
- IBM's Reading Companion: This program is being introduced in 2014, specifically to better address the learning needs of youth entering the program with reading proficiencies below the fourth grade level. IBM has partnered with the Achievement Academy to provide this program, along with training and technical support, at no cost. Reading Companion uses voice recognition technology to assist and assess emergent readers and structures interactive reading experiences in ways that align well with our tutoring program.
- SAS Curriculum Pathways – Achievement Academy instructors and tutors utilize SAS's exceptional library of standards-based, interactive activities in core content areas to reinforce reading, written language, and math skills and social studies/science concepts.

- Technology skills development: AAD students utilize online tutorial resources from the U.S. Dept. of Labor's Virtual Career Network and from the Goodwill Community Foundation to build keyboarding skills, spreadsheet and word processing program proficiency, and internet research and communication skills for academic and workforce tasks

2. **GED preparation/ GED-PLUS:** The Achievement Academy's GED program meets five days a week for three hours a day. In January 2014, students will be preparing for the new GED exam, which consists of four academic subject tests in Language Arts, Science, Mathematics, and Social Studies. AAD staff utilizes the Framework Provider's initial TABE assessment to determine which students can begin GED study immediately and which need to start their Achievement Academy studies in the Starting Points program. Students may begin their GED studies when their TABE Reading Comprehension survey indicates that they are performing at or above a 9th grade equivalent level. Current capacity in the GED program is 32 students, but we will be providing serves to 18, based on our history of annual referrals from the Framework Provider. The Achievement Academy would welcome the opportunity to serve more WIA students in this program.

Most GED students prepare for one subject area test at a time, attending teacher-facilitated classes for 1.5 hours each day with their remaining academic time spent in the Learning Lab and/or working individually with a tutor for extra assistance. Lab-based instruction is similar to that offered in the Starting Points program (although Reading Companion is not part of the GED lab menu). GED classes are held to a maximum of eight students so that each student is able to receive specialized attention as needed. All GED classes are taught by experienced classroom teachers. Primary instructional materials are drawn from reliable GED preparation texts, and these materials are supplemented with additional topical resources.

The Achievement Academy's GED program is unique to Durham's GED landscape in that we have always approached GED instruction as an opportunity to support the development of deeper student learning, critical thinking, curiosity, and problem solving strategies beyond what is simply required to "pass the test". Our work is directed toward motivating students to broaden their interests and aspirations and inspiring them to continue on to a postsecondary program, fully equipped with the skills they need in order to be successful in a college or professional work environment. This makes our program well adapted to implement the more rigorous standards of the 2014 GED.

GED test readiness is monitored using official practice tests administered under standard conditions. When students score at or above the median grade for a particular practice test, AAD staff registers students for official testing at Durham Technical Community College. We rely on an excellent, long term working relationship with DTCC testing staff to minimize administrative barriers to students studying with us then testing at the college. AAD staff has undergone training in mindfulness-based approaches to anxiety reduction in an effort to assist the large number of students we see who have difficulty performing optimally under high stress testing situations, and we have been able to teach

simple strategies to our students so that they are able to be more effective test takers.

Currently, GED completers at the Achievement Academy are encouraged to participate in a separate, 3 month long postsecondary preparation program offering career and college exploration, application, enrollment, and financial aid support, and academic placement exam preparation to minimize the need for remediation upon college entry. In response to the new college and work-ready standards of the 2014 GED, AAD is incorporating the content of this program into other elements of our programming continuum. Our core GED program, GED-PLUS, will follow the 2014 GED Honors curriculum, which is intended to prepare students for direct access to higher education and career opportunities and therefore includes the academic instruction that was previously provided through our college preparatory program. The less rigorous high school equivalency option of the 2014 GED will be available to students with learning challenges that make the honors option untenable. Non-academic components of the postsecondary preparation program will continue to be offered as part of our expanded Leadership Development program.

(3) Leadership Development: The Achievement Academy will offer a range of leadership development experiences for students at all academic levels, including:

- Student-staff planning conferences: Informed decision making, self-advocacy, reflection, and planning skills are essential for youth to develop their potential for leadership. Every two months, AAD students participate in a structured planning conference with an individual staff member. The conference culminates in a mutually designed contract that articulates the student's long range educational and career goal, sets realistic short term objectives for the upcoming two months, plans to address any obstacles to success, provides an opportunity for students to make explicit personal commitments to best meet their objectives, request specific commitments from the Achievement Academy staff, and share any concerns about the learning or social environment at AAD. For new Achievement Academy students, staff facilitates these conferences, but that responsibility is transferred to students in time.   Check in conferences are conducted half-way through the contract period, so that any needed adjustments or problem solving can be done. The Achievement Academy planning conference process is similar to a workplace performance review and prepares students to participate in and lead a meeting, to advocate for needed assistance and changes in their learning/work environment, and to be responsible partners in their own education. Standard meetings are held once monthly for thirty minutes, with additional time or sessions available as needed.

- Career/education pathway exploration and planning: For the past five years, the Achievement Academy's college preparatory program has opened with a three week-long series of career exploration activities culminating in the production of a realistic, informed 10 year career pathway planning document that includes short term training for entry level employment and longer term educational planning for career mobility. Workshops utilize the excellent online assessment, planning, and portfolio tools available through the College Foundation of North

Carolina. We have heard from many of our postsecondary students that they would have valued these career exploration experiences earlier in their time with us, and we are acting on that suggestion and moving these activities to students' first year in our programming continuum.

- Personal decision making: Students in AAD's ACES program (see below, Adult Mentoring) will participate in weekly mid-day workshops, co-facilitated by members of our staff and an array of community partners and focused on building awareness, concrete tools, and social support for making personal decisions that lead to better life/career outcomes. Workshop topics include substance use, criminal activity, childbearing timing, personal finances, health/mental health maintenance, and online identity. Program elements are designed using a stages of change model, with the assumption that participants enter at a pre-contemplative stage, so activities utilize motivational interviewing techniques to address the need to evoke awareness, motivation, and a sense of self-efficacy before offering informational programming and referrals. AAD is partnering with staff from the Becoming Project, Carolina Outreach, and Melange, Inc. in the design and delivery of this program.

3. **Adult Mentoring – the ACES Program:** In 2012-2013, Achievement Academy staff participated in and closely followed two local policy initiatives aimed at developing a broad-based community strategy to coordinate youth services in Durham and to reduce youth disconnection. We were struck by the quantity of evidence indicating the value of creating better linkage between education and workforce development programming for youth. We have witnessed the power of that linkage for WIA youth when we have been able to tightly coordinate our services with a student's WIA work experience supervisor; however, resources in that program are generally quite limited and no effective mechanism has ever evolved to assure consistent communication between school and employer. We consequently decided to embark upon a five year initiative to expand our own program so that Achievement Academy students (WIA and non-WIA) all complete a sequence of coordinated, well-managed, and developmentally appropriate career development experiences tightly linked to our academic program. Phase One of AAD's new ACES (Achieving Career and Educational Success) program is a career mentoring and personal decision making program that is linked to the Starting Points pre-GED academic program. The personal decision making programming is described above as part of our leadership development programming menu.

   In 2014, career mentoring will be available to 10 pre-GED students. Mentors from local employers in the health services, biotechnology, and financial services sectors will meet monthly with their assigned students here at the Achievement Academy for structured informational panel discussions and lunch. The mentors will sponsor small group visits to their places of employment once a month, focusing on introducing participants to the variety of career ladder opportunities that exist in these industries (administrative, customer service, technical, managerial) and creating broader networking opportunities for students. The

mentor-mentee relationship will be sustained on a weekly basis using e-mentoring tools drawn from IBM's MentorPlace program.   Student participants will be eligible for a small stipend, dependent on mentor review of their participation and school attendance. Mentor matches will be sustained for a minimum of one year, but the intention is for the relationship to carry through Phases 2 and 3 as well, when students will be completing team-based work projects for corporate sponsors (tied to GED programming) and then continuing on for paid internships tied to postsecondary entry. The Achievement Academy has designed the ACES program as a small pilot so that we can maintain a comparison group of nonparticipants and evaluate the effectiveness of the program on school attendance, rate of program completion, postsecondary persistence, and employment outcomes. We hope that it becomes an integrated part of Durham's new YouthWork Internship Program, providing a developmental programming model that is effective for our community's most fragile youth.

4. **Other Services:** WIA youth enrolled at the Achievement Academy have free access to the full spectrum of supportive services that we provide, beyond those program elements to which this proposal responds. We have a full time case manager who coordinates service planning with Framework Provider Youth Specialists and provides supplemental and emergency counseling, guidance, referrals, and crisis intervention services. We routinely provide housing, transportation, legal, healthcare, childcare, nutritional, and personal care support in situations where Framework Provider staff and/or WIA resources are unavailable. In partnership with the Eastern NC Food Bank, AAD maintains a student kitchen that offers simple self-serve breakfast, lunch, and snack items for all students every day.

Section Three: Performance Outcomes and Assessment Strategies

Assessment Strategies: The Achievement Academy (AAD) has always used performance assessment strategies that bridge to and augment those utilized by the Framework Provider (FP).

Currently, AAD uses the FP's initial TABE reading assessments for placement into either its pre-GED or GED program and as a tool for helping incoming youth set challenging but realistic academic goals and accurately assess their own reading skills. Non-WIA youth are administered a TABE reading survey by AAD staff to determine initial placement. Youth entering with reading comprehension proficiency below a 9th grade equivalent are placed in the pre-GED program.

On occasions when the FP or the enrolling youth question the accuracy of an intake TABE assessment, AAD staff offers to administer an alternative assessment in an attempt to triangulate the results, then works with FP staff, the student, and the student's family to create a clear understanding of the student's skill level and a consensus about where to begin the program of study. AAD is frequently the first service provider to offer youth and their families a straightforward and sensitive understanding of a youth's proficiency

level or to clearly discuss accommodations and challenges related to known or suspected disabilities.

Diagnostic re-administration of the TABE reading survey is done on an approximately quarterly schedule in the pre-GED program, either by AAD staff (internal data use only) or as part of the FP's assessment program to determine if basic skills deficient students are ready to begin GED study. Instructional staff makes promotion decisions on a case by case basis, always attempting to triangulate TABE results with tutor notes, formative assessments using SRA materials, and performance on a GED pretest. ***Over the past three years, 89% of students who were promoted to the GED program based on a TABE reading proficiency level of 9.0 G.E. or better scored at or above the minimum passing score on an official GED pretest.***

Historically, AAD's decision to use only the reading survey for pre-assessment and placement stems from the structure of the current GED, which demands consistently high reading comprehension skills in all subject areas and more limited proficiency in written language and mathematics. Scheduled changes in the GED exam for 2014 appear to call upon a broader range of skills across the curriculum, so we are adjusting our internal pre-testing and diagnostic assessment program to better prepare students for the new GED. Durham's Framework Provider currently uses the TABE reading, math computation, and applied math surveys for basic skills assessment, and we are prepared to do the same if the Framework Provider continues this assessment structure; however, we would advocate for the additional inclusion of the TABE language assessment.

AAD students in the GED program are regularly assessed for subject area mastery by the administration of official GED practice tests. Results are used diagnostically to help teachers and students focus on areas that students have not yet mastered. Students who score at or above the test median are given permission to take the official GED test in that area at Durham Technical Community College. ***Over the past three years, AAD students maintained a pass rate of 98% on official tests taken at Durham Technical Community College.***

Common Measures: Because the Durham Workforce Development Board has never mandated performance measure alignment between Framework and Program Element providers, there have been instances in the past where AAD and FP staff have found themselves working at cross purposes in their good faith efforts to address the needs of individual youth. We believe that a more consistent, uniform approach to outcome measurement will improve the ability of WIA youth services providers to collaborate effectively, clarify expectations for youth, and offer the DWDB better and more actionable information for overall youth services program development.

The Achievement Academy will adopt the performance outcome measures and standards issued in the DWDB's Framework Provider RFP and collaborate with the Framework Provider on the administration of assessments, the design and implementation of interventions, and data tracking/sharing. Should these benchmarks change, the Achievement Academy will adopt the revised standards.

- **Literacy/Numeracy Gains:** *At minimum, 37.5% of WIA youth who enter the Achievement Academy with basic skills deficiencies will gain one or more functional level within a year of enrollment in our academic program.*
- **Attainment of Degree or Certificate:** *At minimum, 41.5% of WIA youth who enroll in the Achievement Academy will earn a diploma, GED, or certificate by the end of their 3rd quarter after exit.*
- **Placement in Employment or Post-secondary Education:** *At minimum, 61.2% of WIA youth who enroll in the Achievement Academy will be placed in employment or post-secondary education/advanced occupational training one quarter after exit.*

The Achievement Academy does not currently have access to the WIA online information management system and so would need to structure a process by which data provided by the Achievement Academy and FP data relevant to Achievement Academy performance measurement could be regularly shared and verified.

Other Performance Measures:

- **On Time Attendance:** As a daily provider of instructional programming with a goal of reconnecting fragile youth to workforce opportunities that further education provides, we feel strongly that helping students understand the value of consistent, on-time attendance is critical. We are particularly interested in monitoring whether participation in our proposed career mentoring program improves student attendance relative to nonparticipants. Our student contract process, which is one of our core Leadership Development strategies, sets a clear minimum on-time attendance standard of 80%, and students are coached to engage in active problem solving with staff to address issues leading to substandard attendance. *At minimum 60% of WIA youth who enroll in the Achievement Academy will sustain on-time attendance of 80% or better by the final two month contract period of their first year of enrollment.*

Tutoring/ Pre GED

Attachment B
Program Budget for Amendment One

	Program Cost (per month)	Participant Cost (based on 16 participants)
Staff Salaries	1443.75	90.23
Fringe Benefits	206.32	12.90
Rent/Utilities	382.35	23.90
Equipment/Supplies	177.38	11.09
Communication	27.50	1.72
Subtotal Cost	2237.30	139.84
6 Month Total	26,847.60	1,678.08

Leadership Development

	Program Cost (per month)	Participant Cost (based on 16 participants)
Staff Salaries	1515.53	94.72
Fringe Benefits	302.38	18.90
Rent/Utilities	191.17	11.95
Equipment Supplies	88.69	5.54
Communication	13.75	0.86
Subtotal Cost	2111.52	131.20
6 Month Total	25,338.24	1,574.40

Adult Mentoring

	Program Cost (per month)	Participant Cost (based on 10 participants)
Staff Salaries	977.86	97.77
Fringe Benefits	160.17	16.02
Rent/Utilities	127.45	12.75
Equipment/Supplies	59.13	5.91
Communication	9.17	0.92
Subtotal Cost	1333.78	121.03
6 Month Total	16,005.40	1,452.36

Alternative Secondary Education/GED

	Program Cost (per month)	Participant Cost (based on 18 participants)
Staff Salaries	1925.00	106.94
Fringe Benefits	276.09	15.28
Rent/Utilities	509.80	28.32
Equipment/Supplies	236.50	13.14
Communication	36.67	2.04
Subtotal Cost	2984.06	165.78
6 Month Total	35,808.72	1,989.36

Program Element	12 Month Total
Alternative Education/ GED	$ 35,808.72
Leadership Development	$ 25,338.24
Adult Mentoring	$ 16,005.40
Tutoring/Pre-GED	$ 26,847.60
Program Total	$104,000.00